



English

Key Learning Indicators of Performance in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i> ○ <i>using the present perfect form of verbs in contrast to the past tense</i> ○ <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i> ○ <i>using conjunctions, adverbs and prepositions to express time and cause</i> ○ <i>using fronted adverbials</i> ○ <i>learning the grammar for years 3 and 4 in English Appendix 2</i> ▶ indicate grammatical and other features by: <ul style="list-style-type: none"> ○ <i>using commas after fronted adverbials</i> ○ <i>indicating possession by using the possessive apostrophe with plural nouns</i> ○ <i>using and punctuating direct speech</i> ▶ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ plan their writing by: <ul style="list-style-type: none"> ○ <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> ○ <i>discussing and recording ideas</i> ▶ draft and write by: <ul style="list-style-type: none"> ○ <i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>)</i> ○ <i>organising paragraphs around a theme</i> ○ <i>in narratives, creating settings, characters and plot</i> ○ <i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> ▶ evaluate and edit by: <ul style="list-style-type: none"> ○ <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> ○ <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> ▶ proof-read for spelling and punctuation errors ▶ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ use further prefixes and suffixes and understand how to add them (<u>English Appendix 1</u>) ▶ spell further homophones ▶ spell words that are often misspelt (<u>English Appendix 1</u>) ▶ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▶ use the first two or three letters of a word to check its spelling in a dictionary ▶ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▶ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Spelling APPENDIX 1 (statutory requirement)			
<ul style="list-style-type: none"> ▶ Add suffixes beginning with vowel letters to words of more than one syllable. ▶ The /ɪ/ sound spelt y elsewhere than at the end of words ▶ Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> ▶ The suffix <i>-ation</i> ▶ The suffix <i>-ly</i> ▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure.</i> ▶ Spell words with endings sounding like /ʒən/ e.g. <i>confusion, decision</i> ▶ The suffix <i>-ous</i> ▶ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i> ▶ Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i> ▶ Words with the /k/ sound spelt ch (Greek in origin) e.g. <i>scheme, chorus, chemist, echo, character</i> ▶ Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. <i>chef, chalet, machine, brochure</i> ▶ Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin) e.g. <i>league, tongue, antique, unique</i> ▶ Words with the /s/ sound spelt sc (Latin in origin) e.g. <i>science, scene, discipline, fascinate, crescent</i> ▶ Spell words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> ▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> ▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> ▶ Spell homophones and near homophones. 			
Vocabulary, grammar and punctuation APPENDIX 2 (statutory requirement)			
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]		
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]		
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across aid cohesion and avoid repetition		
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials		
Terminology for pupils	determiner pronoun possessive pronoun adverbial		